

# **Louisiana Arts Content Standards**

**State Standards for  
Curriculum Development**

**Bulletin 1963**



**Louisiana Department of Education**

**Cecil J. Picard  
State Superintendent of Education**

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# **Louisiana State Board of Elementary and Secondary Education**

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## Schools That Work: Setting Higher Standards for Our Students

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be made more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. **Their mission was "to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century."** These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society of the 21st century, the Department of Education designed higher standards to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes that students will use in both classroom and real-world situations and that will address the diversity of educational needs of all Louisiana students.

**These content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their specific needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).**

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for the results, we are ensuring a better future for all our children.

Your partner for better education,

Cecil J. Picard  
State Superintendent of Education

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# INTRODUCTION

The arts- dance, music, theatre arts, and visual arts- are fundamental to the intellectual, social, emotional, and physical development of Louisiana students in the 21<sup>st</sup> century. The arts draw on a range of intelligence, aesthetics, and learning styles not addressed in most educational environments.

Students of the arts are encouraged to use their imaginations, to develop personal discipline, and to find multiple solutions to problems. They learn to respond to events and experiences with confidence and to communicate their feelings and viewpoints through appropriate creative outlets.

Business demands workers who possess an ability to communicate, to be flexible, and to diagnose problems and find creative solutions. The arts preceded speech as man's first language; they assisted in the development of the skills of communication and the integration of basic skills of reading, writing, science, and mathematics. These skills help students shape their lives, their communities, and their nation. The arts make all subjects come alive.

The Louisiana Arts Content Standards bring together the basic content of the four disciplines of dance, music, theatre arts, and visual arts into one common set of standards essential for a comprehensive arts education. The 21<sup>st</sup> century, the age of information, requires more from the next generation of students. The relevance of education in a rapidly changing society will depend on converging the aims of education and the workforce for well-rounded, educated students who will be productive members of society. The arts will assist in the achievement of these aims with the implementation of these rigorous and challenging content standards.

# LOUISIANA CONTENT STANDARDS

## FOUNDATION SKILLS

The Louisiana Content Standards Task Force developed the following foundation skills that should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.
5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s own choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

**Note:** These foundation skills are listed numerically in parentheses after each benchmark.

# INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens in the 21<sup>st</sup> century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy—the ability to recognize an information need and then locate, evaluate, and effectively use the needed information—is a basic skill essential to the 21<sup>st</sup> century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, “chunking” reading, finding main ideas, and taking notes.
4. Processing Information: After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.
5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts: Throughout the information problem-solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.



# **STANDARDS OF ARTS EDUCATION**

## **CREATIVE EXPRESSION**

The ability to imagine, organize, and interpret ideas for expression in the process of creating and producing art forms which involve inspiration, analysis, and problem solving.

**STANDARD** Students develop creative expression through the application of knowledge, ideas, communication skills, organization abilities, and imagination.

## **AESTHETIC PERCEPTION**

The ability to perceive the unique characteristics of natural environments and human creations, to respond to aesthetic ideas and experiences, and to develop awareness of beauty and meaning in the arts.

**STANDARD** Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

## **HISTORICAL AND CULTURAL PERSPECTIVE**

The ability to recognize the arts as a reflection of individual and cultural expression and to appreciate the aspects of history and human experience.

**STANDARD** Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## **CRITICAL ANALYSIS**

The ability to interpret, analyze, and synthesize the performing and visual arts to form judgments based on sufficient and appropriate criteria.

**STANDARD** Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

# **DANCE**

# **DANCE: CREATIVE EXPRESSION**

## **FOCUS**

*Creative expression* opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

## **STANDARD**

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- D-CE-E1      Use kinesthetic awareness, proper use of space and the ability to move safely;  
(1, 2, 5)
- D-CE-E2      Explore and demonstrate basic movements and the elements of dance (space,  
time, and energy);  
(1, 2)
- D-CE-E3      Recognize and explore dance as a way to create and communicate ideas and  
feelings;  
(1, 4)
- D-CE-E4      Explore the process of making a dance; improvise to create a dance phrase;  
(1, 2)
- D-CE-E5      Execute improvised and set movement patterns with concentration and focus  
individually and in groups;  
(1, 4, 5)
- D-CE-E6      Identify relationships among dance, other arts, and disciplines outside the arts;  
(1, 4)
- D-CE-E7      Develop awareness of technical dimensions of dance, such as costumes,  
performance space, and set design.  
(2, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- D-CE-M1      Demonstrate self-monitoring and effective use of space;  
(2, 5)
- D-CE-M2      Use the elements of dance to execute basic movements with increased skill and  
develop a movement vocabulary;  
(1, 4)
- D-CE-M3      Demonstrate the ability to use dance as a language and means of communication;  
(1, 4)
- D-CE-M4      Use improvisation, choreography, and choreographic forms to sequence  
movements into dance phrases;  
(2, 3)
- D-CE-M5      Perform informal and formal dance compositions individually and in groups;  
(1, 4, 5)
- D-CE-M6      Understand and express relationships among dance, other arts, and disciplines  
outside the arts;  
(1, 4)
- D-CE-M7      Engage in individual and collaborative use of technical dimensions of dance and  
explore how use of current technology can enhance dance ideas.  
(2, 3, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- D-CE-H1      Incorporate kinesthetic awareness, use of space, and self-evaluation to refine performance skills;  
(2, 4, 5)
- D-CE-H2      Use the elements of dance to develop technical skills and expand or refine movement vocabulary;  
(1, 4)
- D-CE-H3      Utilize dance as an expression of individual ideas and feelings;  
(1, 4, 5)
- D-CE-H4      Incorporate improvisation, choreography, and choreographic forms into dance compositions;  
(2, 3)
- D-CE-H5      Present and evaluate dance compositions designed to display skills and techniques;  
(1, 2, 4, 5)
- D-CE-H6      Present a multi-disciplinary dance project;  
(1, 2, 4, 5)
- D-CE-H7      Manipulate technical dimensions of dance individually and collaboratively.  
(2, 5)

## **DANCE: AESTHETIC PERCEPTION**

### **FOCUS**

The study of *aesthetics*, or the philosophy of the arts, cultivates the direct experience of the senses and supplies the individual with a structure for perceiving and responding to the arts. A grasp of aesthetics empowers the individual to experience beauty in many forms, to appreciate artistic expression, and to develop insight into the creations and performances of others. By questioning concepts, weighing evidence, and examining intuitive reactions, the individual becomes increasingly discriminating in formulating preferences and conclusions about the values inherent in art. Aesthetic perception promotes creativity, flexible thinking, and the pursuit of excellence.

### **STANDARD**

Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

### **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- D-AP-E1 Recognize the elements of dance and apply basic dance vocabulary;  
(1, 4)
- D-AP-E2 Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of dance;  
(1, 4, 5)
- D-AP-E3 Identify and discuss how dance affects thoughts and feelings;  
(1, 2, 4)
- D-AP-E4 Recognize that there are many possibilities and choices available in the process of creating a dance;  
(3, 4)
- D-AP-E5 Develop a basic understanding of the processes of creating, performing, and observing dance;  
(2, 5)
- D-AP-E6 Recognize how dance differs from other forms of human movement and share personal feelings or preferences about dance.  
(1, 2, 4)

### **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- D-AP-M1 Understand the elements of dance and apply expanded dance vocabulary;  
(1, 4)

- D-AP-M2 Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person;  
(1, 4, 5)
- D-AP-M3 Describe the sensory, emotional, and intellectual impact of works of dance;  
(1, 2, 4)
- D-AP-M4 Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to creating dance;  
(1, 4)
- D-AP-M5 Identify and discuss appropriate behaviors for creators, performers, and observers of dance;  
(1, 4, 5)
- D-AP-M6 Discuss the question “What is dance?” and express intuitive reactions and personal responses to dance.  
(1, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- D-AP-H1 Understand the elements of dance and apply advanced dance vocabulary;  
(1, 4)
- D-AP-H2 Distinguish unique characteristics of dance as it reflects concepts of beauty and quality of life in various cultures;  
(1, 4, 5)
- D-AP-H3 Analyze and express the impact of dance on intellect and emotions;  
(1, 4, 5)
- D-AP-H4 Compare and contrast multiple possibilities and options available for artistic expression through dance;  
(1, 4)
- D-AP-H5 Discuss the significance of collaboration and other group dynamics in creating, performing, and observing dance;  
(1, 4, 5)
- D-AP-H6 Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward dance.  
(1, 2, 5)

# DANCE: HISTORICAL AND CULTURAL PERSPECTIVE

## FOCUS

*Historical and cultural perspective* is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

## STANDARD

Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- D-HP-E1      Recognize and discuss the role of dance in cultural/historical contexts, including celebrations, ceremonies, and special occasions;  
(1, 4)
- D-HP-E2      Recognize basic differences between dance styles and identify styles of dance in various cultures;  
(1, 3, 4)
- D-HP-E3      Recognize great dance works, innovators, and performers who have shaped the history of dance;  
(1, 4)
- D-HP-E4      Recognize careers in dance and identify roles of dancers in various cultures and time periods;  
(4)
- D-HP-E5      Recognize universal themes in dance and how dance communicates a universal language.  
(1, 4)



## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- D-HP-M1      Compare the role of dance in various cultures and discuss dance in cultural, historical, and contemporary contexts;  
(1, 4)
- D-HP-M2      Identify differences in styles of dance and distinguish among dance styles from various cultures and time periods;  
(1, 4)
- D-HP-M3      Identify and discuss the influences of great dance works, innovators, and performers who have shaped the history of dance;  
(1, 4)
- D-HP-M4      Identify, describe, and compare contemporary careers and professions in dance;  
(1, 4, 5)
- D-HP-M5      Identify and discuss universal themes exhibited in dance from various cultures.  
(1, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- D-HP-H1      Explain the art of dance in relation to cultural values and prevailing social, political, and economic conditions;  
(1, 4, 5)
- D-HP-H2      Compare, contrast, and categorize styles of dance representative of various cultures and time periods;  
(1, 4)
- D-HP-H3      Compare and contrast current dance innovators and trends with past innovators and their contributions to dance;  
(3, 4)
- D-HP-H4      Investigate and assess roles, careers, and career opportunities in dance production;  
(1, 4)
- D-HP-H5      Analyze universal themes as exhibited in dance from various cultures.  
(3, 4)

# **DANCE: CRITICAL ANALYSIS**

## **FOCUS**

*Critical analysis* is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

## **STANDARD**

Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- D-CA-E1      Observe and identify the basic movements in dance;  
(3, 4)
- D-CA-E2      Identify basic examples of the dance elements in various works of dance;  
(4)
- D-CA-E3      Recognize and discuss the sequencing of movements in dance;  
(1, 4)
- D-CA-E4      Identify the main theme or story idea presented in a dance;  
(1, 4)
- D-CA-E5      Identify and discuss basic ways of changing dance movements to improve a  
dance.  
(1, 2, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- D-CA-M1 Recognize and describe movement content and expression in dance;  
(1, 4)
- D-CA-M2 Identify how elements of dance are used in a work to communicate the choreographic intent;  
(1, 2, 4)
- D-CA-M3 Describe the use of choreographic principles such as unity, contrast, continuity, and climax in dance;  
(1, 4)
- D-CA-M4 Describe the main theme, story idea, or political message conveyed in a dance;  
(1, 4)
- D-CA-M5 Critique works of dance using expanded dance vocabulary.  
(1, 2, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- D-CA-H1 Explain the manipulation of movement content and how it influences expression in a dance;  
(1, 4)
- D-CA-H2 Explain how elements of dance communicate the choreographic intent in various works;  
(1, 2, 4)
- D-CA-H3 Apply understanding of choreographic principles and choreographic forms to analyze and explain dance;  
(1, 4)
- D-CA-H4 Describe the social theme conveyed in a dance and how personal experience influences interpretation of dance;  
(1, 4, 5)
- D-CA-H5 Critique works of dance using advanced dance vocabulary.  
(1, 2, 5)

## DANCE

### CREATIVE EXPRESSION

**Standard: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Use kinesthetic awareness, proper use of space and the ability to move safely  (1, 2, 5)	Demonstrate self-monitoring and effective use of space  (2, 5)	Incorporate kinesthetic awareness, use of space, and self-evaluation to refine performance skills  (2, 4, 5)
Benchmark 2	Explore and demonstrate basic movements and the elements of dance (space, time, and energy)  (1, 2)	Use the elements of dance to execute basic movements with increased skill and develop a movement vocabulary  (1, 4)	Use the elements of dance to develop technical skills and expand or refine movement vocabulary  (1, 4)
Benchmark 3	Recognize and explore dance as a way to create and communicate ideas and feelings  (1, 4)	Demonstrate the ability to use dance as a language and means of communication  (1, 4)	Utilize dance as an expression of individual ideas and feelings  (1, 4, 5)
Benchmark 4	Explore the process of making a dance; improvise to create a dance phrase  (1, 2)	Use improvisation, choreography, and choreographic forms to sequence movements into dance phrases  (2, 3)	Incorporate improvisation, choreography, and choreographic forms into dance compositions  (2, 3)
Benchmark 5	Execute improvised and set movement patterns with concentration and focus individually and in groups  (1, 4, 5)	Perform informal and formal dance compositions individually and in groups  (1, 4, 5)	Present and evaluate dance compositions designed to display skills and techniques  (1, 2, 4, 5)

Benchmark 6	Identify relationships among dance, other arts, and disciplines outside the arts  (1, 4)	Understand and express relationships among dance, other arts, and disciplines outside the arts  (1, 4)	Present a multi-disciplinary dance project  (1, 2, 4, 5)
Benchmark 7	Develop awareness of technical dimensions of dance, such as costumes, performance space, and set design  (2, 4)	Engage in individual and collaborative use of technical dimensions of dance and explore how use of current technology can enhance dance ideas  (2, 3, 5)	Manipulate technical dimensions of dance individually and collaboratively  (2, 5)

## DANCE AESTHETIC PERCEPTION

**Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Recognize the elements of dance and apply basic dance vocabulary (1, 4)	Understand the elements of dance and apply expanded dance vocabulary (1, 4)	Understand the elements of dance and apply advanced dance vocabulary (1, 4)
Benchmark 2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of dance (1, 4, 5)	Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person (1, 4, 5)	Distinguish unique characteristics of dance as it reflects concepts of beauty and quality of life in various cultures (1, 4, 5)
Benchmark 3	Identify and discuss how dance affects thoughts and feelings (1, 2, 4)	Describe the sensory, emotional, and intellectual impact of works of dance (1, 2, 4)	Analyze and express the impact of dance on intellect and emotions (1, 4, 5)
Benchmark 4	Recognize that there are many possibilities and choices available in the process of creating a dance (3, 4)	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to creating dance (1, 4)	Compare and contrast multiple possibilities and options available for artistic expression through dance (1, 4)
Benchmark 5	Develop a basic understanding of the processes of creating, performing, and observing dance (2, 5)	Identify and discuss appropriate behaviors for creators, performers, and observers of dance (1, 4, 5)	Discuss the significance of collaboration and other group dynamics in creating, performing, and observing dance (1, 4, 5)
Benchmark 6	Recognize how dance differs from other forms of human movement and share personal feelings or preferences about dance (1, 2, 4)	Discuss the question “What is dance?” and express intuitive reactions and personal responses to dance (1, 4)	Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward dance (1, 2, 5)

## DANCE

### HISTORICAL AND CULTURAL PERSPECTIVE

**Standard: Students develop historical and cultural perceptiveness by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Recognize and discuss the role of dance in cultural/historical contexts, including celebrations, ceremonies, and special occasions  (1, 4)	Compare the role of dance in various cultures and discuss dance in cultural, historical, and contemporary contexts  (1, 4)	Explain the art of dance in relation to cultural values and prevailing social, political, and economic conditions  (1, 4, 5)
Benchmark 2	Recognize basic differences between dance styles and identify styles of dance in various cultures  (1, 3, 4)	Identify differences in styles of dance and distinguish among dance styles from various cultures and time periods  (1, 4)	Compare, contrast, and categorize styles of dance representative of various cultures and time periods  (1, 4)
Benchmark 3	Recognize great dance works, innovators, and performers who have shaped the history of dance  (1, 4)	Identify and discuss the influences of great dance works, innovators, and performers who have shaped the history of dance  (1, 4)	Compare and contrast current dance innovators and trends with past innovators and their contributions to dance  (3, 4)
Benchmark 4	Recognize careers in dance and identify roles of dancers in various cultures and time periods  (4)	Identify, describe, and compare contemporary careers and professions in dance  (1, 4, 5)	Investigate and assess roles, careers, and career opportunities in dance production  (1, 4)
Benchmark 5	Recognize universal themes in dance and how dance communicates a universal language  (1, 4)	Identify and discuss universal themes exhibited in dance from various cultures  (1, 4)	Analyze universal themes as exhibited in dance from various cultures  (3, 4)

## DANCE CRITICAL ANALYSIS

**Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Observe and identify the basic movements in dance  (3, 4)	Recognize and describe movement content and expression in dance  (1, 4)	Explain the manipulation of movement content and how it influences expression in a dance  (1, 4)
Benchmark 2	Identify basic examples of the dance elements in various works of dance  (4)	Identify how elements of dance are used in a work to communicate the choreographic intent  (1, 2, 4)	Explain how elements of dance communicate the choreographic intent in various works  (1, 2, 4)
Benchmark 3	Recognize and discuss the sequencing of movements in dance  (1, 4)	Describe the use of choreographic principles such as unity, contrast, continuity, and climax in dance  (1, 4)	Apply understanding of choreographic principles and choreographic forms to analyze and explain dance  (1, 4)
Benchmark 4	Identify the main theme or story idea presented in a dance  (1, 4)	Describe the main theme, story idea, or political message conveyed in a dance  (1, 4)	Describe the social theme conveyed in a dance and how personal experience influences interpretation of dance  (1, 4, 5)
Benchmark 5	Identify and discuss basic ways of changing dance movements to improve a dance  (1, 2, 4)	Critique works of dance using expanded dance vocabulary  (1, 2, 5)	Critique works of dance using advanced dance vocabulary  (1, 2, 5)



# MUSIC

# MUSIC: CREATIVE EXPRESSION

## FOCUS

*Creative expression* opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

## STANDARD

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- M-CE-E1 Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources;  
(3)
- M-CE-E2 Recognize basic notational symbols and express vocabulary that conveys precise musical meanings;  
(3, 4)
- M-CE-E3 Improvise or compose and perform simple musical ideas, such as echoing melody or short rhythmic patterns;  
(1, 4)
- M-CE-E4 Explore and express basic elements of music through voice, musical instruments, electronic technology, or available media;  
(3)
- M-CE-E5 Participate in organized musical activities including singing, playing, and movement.  
(1, 2, 5)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- M-CE-M1 Recognize and perform melodic and rhythmic patterns using voice, musical instruments, or other sound sources, both individually and in ensembles;  
(1, 3, 4)
- M-CE-M2 Interpret notational symbols and vocabulary that convey precise musical meanings;  
(2, 3, 4)
- M-CE-M3 Improvise or compose and perform written music;  
(1, 4)
- M-CE-M4 Recognize and demonstrate elements of music, using voice, musical instruments, electronic technology, or other available media;  
(3, 4)
- M-CE-M5 Perform in organized musical activities including singing, playing, and movement.  
(1, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- M-CE-H1 Create and improvise advanced musical forms using voice, musical instruments, or other sound sources, both individually and in ensembles;  
(1, 2, 4)
- M-CE-H2 Apply with technical accuracy notational symbols and vocabulary that convey precise musical meanings;  
(2, 3, 4)
- M-CE-H3 Improvise or compose and perform advanced compositions;  
(1, 4)
- M-CE-H4 Interpret and apply elements of music using preferred medium of performance;  
(3, 4, 5)
- M-CE-H5 Perform in musical ensembles using preferred performance medium.  
(1, 5)

## **MUSIC: AESTHETIC PERCEPTION**

### **FOCUS**

The study of *aesthetics*, or the philosophy of the arts, cultivates the direct experience of the senses and supplies the individual with a structure for perceiving and responding to the arts. A grasp of aesthetics empowers the individual to experience beauty in many forms, to appreciate artistic expression, and to develop insight into the creations and performances of others. By questioning concepts, weighing evidence, and examining intuitive reactions, the individual becomes increasingly discriminating in formulating preferences and conclusions about the values inherent in art. Aesthetic perception promotes creativity, flexible thinking, and the pursuit of excellence.

### **STANDARD**

Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

### **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- |         |                                                                                                                                          |
|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| M-AP-E1 | Understand and apply basic music vocabulary to describe aesthetic qualities of musical compositions;<br>(1, 4)                           |
| M-AP-E2 | Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of music;<br>(1, 4, 5)      |
| M-AP-E3 | Demonstrate awareness of where and how music is used in daily life and within the community;<br>(1, 4, 5)                                |
| M-AP-E4 | Recognize that there are many possibilities and choices available in the creative processes of music;<br>(4)                             |
| M-AP-E5 | Participate in guided inquiry into the basic question “What is music?” and share personal feelings or preferences about music;<br>(1, 5) |
| M-AP-E6 | Recognize and demonstrate behavior appropriate for various musical environments.<br>(4, 5)                                               |

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- M-AP-M1 Understand and apply expanded music vocabulary to describe aesthetic qualities of musical compositions;  
(1, 4)
- M-AP-M2 Recognize that concepts of beauty differ by culture and that taste varies from person to person;  
(1, 4, 5)
- M-AP-M3 Describe the emotional and intellectual impact of music in various contexts;  
(1, 4, 5)
- M-AP-M4 Demonstrate awareness of various traditional and technological options pertaining to creative processes in music;  
(1, 4)
- M-AP-M5 Discuss the question “What is music?” and express intuitive reactions and personal responses to various works;  
(1, 4)
- M-AP-M6 Demonstrate and discuss behavior appropriate for various musical environments.  
(1, 4, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- M-AP-H1 Understand and apply advanced music vocabulary to describe aesthetic qualities of musical compositions;  
(1, 4)
- M-AP-H2 Distinguish unique characteristics of music as it reflects concepts of beauty and quality of life in various cultures;  
(1, 4, 5)
- M-AP-H3 Analyze and express the impact of music on intellect and emotions;  
(1, 4, 5)
- M-AP-H4 Compare and contrast traditional and technological options available for artistic expression in music;  
(1, 4)
- M-AP-H5 Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward musical works;  
(1, 2, 5)
- M-AP-H6 Evaluate and discuss appropriateness of behavior for different types of musical environments.  
(2, 4, 5)

# MUSIC: HISTORICAL AND CULTURAL PERSPECTIVE

## FOCUS

*Historical and cultural perspective* is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

## STANDARD

Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- M-HP-E1 Recognize musical styles representative of various cultures;  
(4)
- M-HP-E2 Recognize and discuss the function of music within historical and cultural contexts, including celebrations, ceremonies, and special occasions;  
(1, 4)
- M-HP-E3 Recognize families of musical instruments and instruments of various cultures;  
(4)
- M-HP-E4 Recognize professions in music and identify the roles of musicians in various cultures;  
(4)
- M-HP-E5 Recognize great composers and their most significant musical works;  
(4)
- M-HP-E6 Recognize universal themes in music and how music communicates a universal language.  
(1, 4)

## BENCHMARKS 5–8

In grades 5–8, what students should know and be able to do includes to:

- M-HP-M1 Identify distinguishing characteristics of musical styles representative of various historical periods and cultures;  
(1, 2, 4)

- M-HP-M2 Compare and contrast the function of music within historical and cultural contexts, such as celebrations, ceremonies, and events;  
(1, 4, 5)
- M-HP-M3 Identify specific types and uses of musical instruments in various cultures;  
(4)
- M-HP-M4 Describe careers for musicians and compare the roles of musicians in various cultures;  
(1, 4, 5)
- M-HP-M5 Identify major works of great composers and recognize achievements of prominent musicians;  
(4, 5)
- M-HP-M6 Identify and discuss ways in which universal themes are revealed and developed in the music of diverse cultures and time periods.  
(1, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- M-HP-H1 Compare and contrast musical styles representative of various historical periods and cultures;  
(1, 2, 4)
- M-HP-H2 Analyze the function of music as it fulfills societal needs within historical and cultural contexts;  
(1, 4, 5)
- M-HP-H3 Compare and contrast types and uses of musical instruments in various cultures;  
(4)
- M-HP-H4 Investigate and assess roles, careers, and career opportunities for musicians;  
(3, 4)
- M-HP-H5 Identify prominent musicians of various cultures and compare their lives, careers, works, and influence;  
(1, 4)
- M-HP-H6 Analyze the universality of musical themes across cultures and time periods.  
(1, 4)



# MUSIC: CRITICAL ANALYSIS

## FOCUS

*Critical analysis* is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

## STANDARD

Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- M-CA-E1 Identify the music form (e.g., AB, ABA) and describe in simple terms how the elements of music are used in various works;  
(1, 4)
- M-CA-E2 Identify simple music events (e.g., dynamic change, meter change, same/different sections) while listening to a work;  
(2, 4)
- M-CA-E3 Recognize characteristics of music that make a musical selection appropriate for a particular purpose;  
(4)
- M-CA-E4 Identify relationships among music, other arts, and disciplines outside the arts;  
(1, 4)
- M-CA-E5 Devise criteria for evaluating music and music performances, and express opinions using basic music vocabulary.  
(1, 2, 4)

## BENCHMARKS 5–8

In grades 5–8, what students should know and be able to do includes to:

- M-CA-M1 Identify the music form (e.g., round, canon) and explain how the elements of music are used in works representing various genres/styles;  
(4)
- M-CA-M2 Identify and describe music events (e.g., entry of an instrument, meter change, return of refrain) while listening to a work;  
(2, 4)

- M-CA-M3     Describe or explain characteristics of music in regard to suitability of musical selections for specific purposes;  
(1, 4)
- M-CA-M4     Describe relationships among music, other arts, and disciplines outside the arts;  
(1, 4)
- M-CA-M5     Use appropriate criteria and expanded music vocabulary to evaluate the quality of music and performances.  
(1, 2, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- M-CA-H1     Distinguish and analyze elements of music and expressive devices as used in musical works representing diverse genres/styles;  
(1, 2, 4)
- M-CA-H2     Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work;  
(1, 2, 4)
- M-CA-H3     Analyze the appropriateness of music choices as they relate to purpose;  
(2, 4, 5)
- M-CA-H4     Explain commonalities and differences among music, other arts, and disciplines outside the arts;  
(1, 2, 4)
- M-CA-H5     Use appropriate criteria and advanced music vocabulary to critique the quality of music and performances.  
(1, 2, 4)

# MUSIC

## CREATIVE EXPRESSION

**Standard: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources  (3)	Recognize and perform melodic and rhythmic patterns using voice, musical instruments, or other sound sources, both individually and in ensembles  (1, 3, 4)	Create and improvise advanced musical forms using voice, musical instruments, or other sound sources, both individually and in ensembles  (1, 2, 4)
Benchmark 2	Recognize basic notational symbols and express vocabulary that conveys precise musical meanings  (3, 4)	Interpret notational symbols and vocabulary that convey precise musical meanings  (2, 3, 4)	Apply with technical accuracy notational symbols and vocabulary that convey precise musical meanings  (2, 3, 4)
Benchmark 3	Improvise or compose and perform simple musical ideas, such as echoing melody or short rhythmic patterns  (1, 4)	Improvise or compose and perform written music  (1, 4)	Improvise or compose and perform advanced compositions  (1, 4)
Benchmark 4	Explore and express basic elements of music through voice, musical instruments, electronic technology, or available media  (3)	Recognize and demonstrate elements of music, using voice, musical instruments, electronic technology, or other available media  (3, 4)	Interpret and apply elements of music using preferred medium of performance  (3, 4, 5)
Benchmark 5	Participate in organized musical activities including singing, playing, and movement  (1, 2, 5)	Perform in organized musical activities including singing, playing, and movement  (1, 5)	Perform in musical ensembles using preferred performance medium  (1, 5)

# MUSIC

## AESTHETIC PERCEPTION

**Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Understand and apply basic music vocabulary to describe aesthetic qualities of musical compositions  (1, 4)	Understand and apply expanded music vocabulary to describe aesthetic qualities of musical compositions  (1, 4)	Understand and apply advanced music vocabulary to describe aesthetic qualities of musical compositions  (1, 4)
Benchmark 2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of music  (1, 4, 5)	Recognize that concepts of beauty differ by culture and that taste varies from person to person  (1, 4, 5)	Distinguish unique characteristics of music as it reflects concepts of beauty and quality of life in various cultures  (1, 4, 5)
Benchmark 3	Demonstrate awareness of where and how music is used in daily life and within the community  (1, 4, 5)	Describe the emotional and intellectual impact of music in various contexts  (1, 4, 5)	Analyze and express the impact of music on intellect and emotions  (1, 4, 5)
Benchmark 4	Recognize that there are many possibilities and choices available in the creative processes of music  (4)	Demonstrate awareness of various traditional and technological options pertaining to creative processes in music  (1, 4)	Compare and contrast traditional and technological options available for artistic expression in music  (1, 4)
Benchmark 5	Participate in guided inquiry into the basic question “What is music?” and share personal feelings or preferences about music  (1, 5)	Discuss the question “What is music?” and express intuitive reactions and personal responses to various works  (1, 4)	Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward musical works  (1, 2, 5)
Benchmark 6	Recognize and demonstrate behavior appropriate for various musical environments  (4, 5)	Demonstrate and discuss behavior appropriate for various musical environments  (1, 4, 5)	Evaluate and discuss appropriateness of behavior for different types of musical environments  (2, 4, 5)

# MUSIC

## HISTORICAL AND CULTURAL PERSPECTIVE

**Standard: Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Recognize musical styles representative of various cultures  (4)	Identify distinguishing characteristics of musical styles representative of various historical periods and cultures  (1, 2, 4)	Compare and contrast musical styles representative of various historical periods and cultures  (1, 2, 4)
Benchmark 2	Recognize and discuss the function of music within historical and cultural contexts, including celebrations, ceremonies, and special occasions  (1, 4)	Compare and contrast the function of music within historical and cultural contexts, such as celebrations, ceremonies, and events  (1, 4, 5)	Analyze the function of music as it fulfills societal needs within historical and cultural contexts  (1, 4, 5)
Benchmark 3	Recognize families of musical instruments and instruments of various cultures  (4)	Identify specific types and uses of musical instruments in various cultures  (4)	Compare and contrast types and uses of musical instruments in various cultures  (4)
Benchmark 4	Recognize professions in music and identify the roles of musicians in various cultures  (4)	Describe careers for musicians and compare the roles of musicians in various cultures  (1, 4, 5)	Investigate and assess roles, careers, and career opportunities for musicians  (3, 4)
Benchmark 5	Recognize great composers and their most significant musical works  (4)	Identify major works of great composers and recognize achievements of prominent musicians  (4, 5)	Identify prominent musicians of various cultures and compare their lives, careers, works, and influence  (1, 4)
Benchmark 6	Recognize universal themes in music and how music communicates a universal language  (1, 4)	Identify and discuss ways in which universal themes are revealed and developed in the music of diverse cultures and time periods  (1, 4)	Analyze the universality of musical themes across cultures and time periods  (1, 4)

# MUSIC

## CRITICAL ANALYSIS

**Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Identify the music form (e.g., AB, ABA) and describe in simple terms how the elements of music are used in various works  (1, 4)	Identify the music form (e.g., round, canon) and explain how the elements of music are used in works representing various genres/styles  (4)	Distinguish and analyze elements of music and expressive devices as used in musical works representing diverse genres/styles  (1, 2, 4)
Benchmark 2	Identify simple music events (e.g., dynamic change, meter change, same/different sections) while listening to a work  (2, 4)	Identify and describe music events (e.g., entry of an instrument, meter change, return of refrain) while listening to a work  (2, 4)	Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work  (1, 2, 4)
Benchmark 3	Recognize characteristics of music that make a musical selection appropriate for a particular purpose  (4)	Describe or explain characteristics of music in regard to suitability of musical selections for specific purposes  (1, 4)	Analyze the appropriateness of music choices as they relate to purpose  (2, 4, 5)
Benchmark 4	Identify relationships among music, other arts, and disciplines outside the arts  (1, 4)	Describe relationships among music, other arts, and disciplines outside the arts  (1, 4)	Explain commonalities and differences among music, other arts, and disciplines outside the arts  (1, 2, 4)
Benchmark 5	Devise criteria for evaluating music and music performances, and express opinions using basic music vocabulary  (1, 2, 4)	Use appropriate criteria and expanded music vocabulary to evaluate the quality of music and performances  (1, 2, 4)	Use appropriate criteria and advanced music vocabulary to critique the quality of music and performances  (1, 2, 4)

## **THEATRE ARTS**

# THEATRE ARTS: CREATIVE EXPRESSION

## FOCUS

*Creative expression* opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

## STANDARD

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- TH-CE-E1 Explore and express various emotions in interpersonal settings;  
(1, 5)
- TH-CE-E2 Interact in group situations and show differentiation of roles through experimentation and role playing;  
(1, 2, 5)
- TH-CE-E3 Exhibit physical and emotional dimensions of characterization through experimentation and role playing;  
(2, 5)
- TH-CE-E4 Create story lines for improvisation;  
(2, 3, 4)
- TH-CE-E5 Identify and express differences among reality, fantasy, role playing, and media representation;  
(2, 3, 4)
- TH-CE-E6 Develop awareness of technical dimensions of the dramatic form, such as theatrical space, scenery, costuming, and make-up.  
(3, 4)

## BENCHMARKS 5–8

In grades 5–8, what students should know and be able to do includes to:

- TH-CE-M1 Demonstrate self-expression and various emotions individually and in groups;  
(1, 5)



- TH-CE-M2 Demonstrate role playing individually and in interpersonal situations;  
(1, 5)
- TH-CE-M3 Demonstrate physical and emotional traits appropriate to a variety of roles and characters;  
(2, 4)
- TH-CE-M4 Create improvisations and scripted scenes based on personal experience, imagination, literature, and history;  
(1, 2, 3)
- TH-CE-M5 Compare/contrast and demonstrate various performance methods and styles;  
(1, 2, 4)
- TH-CE-M6 Engage in individual and collaborative use of technical dimensions of the dramatic form such as theatrical space, scenery, set design, costuming, and make-up.  
(1, 4, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- TH-CE-H1 Develop intrapersonal skills as an individual and as a performer;  
(1, 5)
- TH-CE-H2 Assume and sustain various roles in group interactions;  
(1, 4, 5)
- TH-CE-H3 Develop characterization in group performances through interpretation of psychological motivation;  
(2, 3, 5)
- TH-CE-H4 Write scripts for classroom, stage, and media performances, using various forms of technology;  
(1, 3, 4)
- TH-CE-H5 Perform using specific methods, styles, and acting techniques from various cultures and time periods;  
(1, 2, 3, 4)
- TH-CE-H6 Manipulate technical dimensions of the dramatic form, such as set design/construction, costuming, make-up, properties, lights, sound, and multimedia.  
(1, 3, 4, 5)

# THEATRE ARTS: AESTHETIC PERCEPTION

## FOCUS

The study of *aesthetics*, or the philosophy of the arts, cultivates the direct experience of the senses and supplies the individual with a structure for perceiving and responding to the arts. A grasp of aesthetics empowers the individual to experience beauty in many forms, to appreciate artistic expression, and to develop insight into the creations and performances of others. By questioning concepts, weighing evidence, and examining intuitive reactions, the individual becomes increasingly discriminating in formulating preferences and conclusions about the values inherent in art. Aesthetic perception promotes creativity, flexible thinking, and the pursuit of excellence.

## STANDARD

Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- |          |                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------|
| TH-AP-E1 | Understand and use basic theatre arts vocabulary, including language for describing theatre in various cultures/time periods;<br>(1)       |
| TH-AP-E2 | Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of theatre arts;<br>(1, 4, 5) |
| TH-AP-E3 | Develop a basic understanding of the processes of creating, performing, and observing theatre;<br>(2, 5)                                   |
| TH-AP-E4 | Recognize that there are many possibilities and choices in the creative processes for theatre arts;<br>(2, 4)                              |
| TH-AP-E5 | Identify and discuss how works of theatre and dramatic media affect thoughts and feelings;<br>(1, 2)                                       |
| TH-AP-E6 | Share personal feelings or preferences about theatre and other dramatic works.<br>(1)                                                      |

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- TH-AP-M1 Understand and use expanded theatre arts vocabulary, including terms related to theatrical periods, environments, situations, and roles;  
(1, 4)
- TH-AP-M2 Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person;  
(1, 4, 5)
- TH-AP-M3 Identify and discuss appropriate behaviors for creators, performers, and observers of theatre;  
(1, 2, 5)
- TH-AP-M4 Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to theatre arts;  
(1, 2, 4)
- TH-AP-M5 Describe the emotional and intellectual impact of theatrical works and dramatic performances;  
(1, 2)
- TH-AP-M6 Express intuitive reactions and personal responses to theatre and other dramatic works.  
(1, 2, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- TH-AP-H1     Use advanced theatre arts vocabulary and apply cultural/historical information in discussing scripted scenes, sets, and period costumes;  
(1, 2, 4)
- TH-AP-H2     Distinguish unique characteristics of theatre as it reflects concepts of beauty and quality of life in various cultures;  
(1, 4, 5)
- TH-AP-H3     Explain the significance of collaboration and evaluate group dynamics in creating, performing, and observing theatre;  
(1, 2, 5)
- TH-AP-H4     Compare and contrast multiple possibilities and options available for artistic expression in theatre arts;  
(1, 4)
- TH-AP-H5     Analyze and explain the impact of theatrical works and dramatic performances on intellect and emotions;  
(1, 2, 4)
- TH-AP-H6     Examine intuitive reactions and articulate personal attitudes toward theatre and other dramatic works.  
(1, 2, 4)

# THEATRE ARTS: HISTORICAL AND CULTURAL PERSPECTIVE

## FOCUS

*Historical and cultural perspective* is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

## STANDARD

Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## BENCHMARKS K–4

In grades K–4, what students should know and be able to do includes to:

- TH-HP-E1 Recognize basic types and forms of theatre and dramatic media (film, television, and electronic media);  
(2, 3)
- TH-HP-E2 Recognize cultural differences in theatre productions and performances;  
(2)
- TH-HP-E3 Recall and recognize characters and situations in literature and dramatic media from the past and present;  
(4)
- TH-HP-E4 Recognize universal characters and situations in stories and dramas of various cultures and how theatre reflects life;  
(2, 4)
- TH-HP-E5 Recognize careers in theatre arts and identify roles of theatre artists in various cultures and time periods;  
(4)
- TH-HP-E6 Recognize great theatrical works and great playwrights who have shaped the history of theatre.  
(4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- TH-HP-M1 Describe types, forms, and patterns in theatre and dramatic media (film, television, and electronic media);  
(1, 3)
- TH-HP-M2 Identify differences in theatre across cultures and how artistic choices and artistic expression reflect cultural values;  
(1, 2, 4)
- TH-HP-M3 Identify and describe characters and situations in literature and dramatic media from the past and present;  
(1, 4)
- TH-HP-M4 Identify and discuss ways in which universal themes are revealed and developed in dramas of various cultures and time periods;  
(1, 4)
- TH-HP-M5 Describe and compare careers in theatre arts and roles of theatre artists in various cultures and time periods;  
(1, 4, 5)
- TH-HP-M6 Identify major works of great playwrights and recognize contributions of prominent theatre artists.  
(3, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- TH-HP-H1     Compare and contrast types, forms, methods, patterns, and trends in theatre, film, television, and electronic media;  
(2, 3)
- TH-HP-H2     Analyze the form, content, and style of theatrical works from cultural and historical perspectives;  
(1, 2, 4)
- TH-HP-H3     Demonstrate knowledge of dramatic literature, describing characters and situations in historical and cultural contexts;  
(1, 4)
- TH-HP-H4     Analyze the universality of dramatic themes across cultures and historical periods and how theatre can reveal universal concepts;  
(4)
- TH-HP-H5     Investigate and assess roles, careers, and career opportunities in theatre arts;  
(2, 3)
- TH-HP-H6     Identify representative theatre artists of various cultures and compare their lives, works, and influence.  
(3, 4)

# **THEATRE ARTS: CRITICAL ANALYSIS**

## **FOCUS**

*Critical analysis* is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

## **STANDARD**

Students make informed verbal and written observations about the arts by developing the skills for critical analysis through the study of and exposure to the arts.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- TH-CA-E1 Describe in simple terms how voice, language, and technical elements are used in works of theatre and other dramatic media;  
(1, 2)
- TH-CA-E2 Identify motivations, personality traits, and responses to emotional experiences in characters portrayed in dramatic literature and media;  
(2)
- TH-CA-E3 Identify and discuss the theme, message, or story idea conveyed in a dramatic work;  
(1, 2)
- TH-CA-E4 Use basic theatre arts vocabulary to express and explain opinions about scripts and performances;  
(1)
- TH-CA-E5 Identify relationships among theatre arts, other arts, and disciplines outside the arts.  
(1, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- TH-CA-M1 Explain how elements of theatre and principles of communication are used in works created for the stage and other dramatic media;  
(1, 2)



- TH-CA-M2 Analyze descriptions, dialogues, and actions to explain character traits, personality, motivations, emotional perceptions, and ethical choices;  
(2, 5)
- TH-CA-M3 Interpret and discuss the theme or social/political message conveyed in a dramatic work;  
(1, 5)
- TH-CA-M4 Use appropriate criteria and expanded theatre arts vocabulary to critique scripts, performances and productions;  
(1, 2)
- TH-CA-M5 Describe relationships among theatre arts, other arts, and disciplines outside the arts.  
(1, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- TH-CA-H1 Analyze how elements of theatre and principles of communication are used to achieve specific effects in theatre and other media productions;  
(1, 2)
- TH-CA-H2 Analyze emotional and social dimensions of characterization and explain character transformations and relationships;  
(2, 5)
- TH-CA-H3 Construct social meaning from dramatic works with reference to theme, purpose, point of view, and current issues;  
(2, 4, 5)
- TH-CA-H4 Use appropriate criteria and advanced theatre arts vocabulary to critique scripts, performances, and productions;  
(1, 2)
- TH-CA-H5 Explain relationships among theatre arts, other arts, and disciplines outside the arts.  
(1, 4)

# THEATRE ARTS

## CREATIVE EXPRESSION

**Standard: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Explore and express various emotions in interpersonal settings (1, 5)	Demonstrate self-expression and various emotions individually and in groups (1, 5)	Develop intrapersonal skills as an individual and as a performer (1, 5)
Benchmark 2	Interact in group situations and show differentiation of roles through experimentation and role playing (1, 2, 5)	Demonstrate role playing individually and in interpersonal situations (1, 5)	Assume and sustain various roles in group interactions (1, 4, 5)
Benchmark 3	Exhibit physical and emotional dimensions of characterization through experimentation and role playing (2, 5)	Demonstrate physical and emotional traits appropriate to a variety of roles and characters (2, 4)	Develop characterization in group performances through interpretation of psychological motivation (2, 3, 5)
Benchmark 4	Create story lines for improvisation (2, 3, 4)	Create improvisations and scripted scenes based on personal experience, imagination, literature, and history (1, 2, 3)	Write scripts for classroom, stage, and media performances, using various forms of technology (1, 3, 4)
Benchmark 5	Identify and express differences among reality, fantasy, role playing, and media productions (2, 3, 4)	Compare/contrast and demonstrate various performance methods and styles (1, 2, 4)	Perform using specific methods, styles, and acting techniques from various cultures and time periods (1, 2, 3, 4)
Benchmark 6	Develop awareness of technical dimensions of the dramatic form, such as theatrical space, scenery, costuming, and make-up (3, 4)	Engage in individual and collaborative use of technical dimensions of the dramatic form such as theatrical space, scenery, set design, costuming, and make-up (1, 4, 5)	Manipulate technical dimensions of the dramatic form, such as set design/construction, costuming, make-up, properties, lights, sound, and multimedia (1, 3, 4, 5)

# THEATRE ARTS

## AESTHETIC PERCEPTION

**Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Understand and use basic theatre arts vocabulary, including language for describing theatre in various cultures/time periods  (1)	Understand and use expanded theatre arts vocabulary, including terms related to theatrical periods, environments, situations, and roles  (1, 4)	Use advanced theatre arts vocabulary and apply cultural/historical information in discussing scripted scenes, sets, and period costumes  (1, 2, 4)
Benchmark 2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of theatre arts  (1, 4, 5)	Recognize that concepts of beauty differ from culture to culture and that taste varies from person to person  (1, 4, 5)	Distinguish unique characteristics of theatre as it reflects concepts of beauty and quality of life in various cultures  (1, 4, 5)
Benchmark 3	Develop a basic understanding of the processes of creating, performing, and observing theatre  (2, 5)	Identify and discuss appropriate behaviors for creators, performers, and observers of theatre  (1, 2, 5)	Explain the significance of collaboration and evaluate group dynamics in creating, performing, and observing theatre  (1, 2, 5)
Benchmark 4	Recognize that there are many possibilities and choices in the creative processes for theatre arts  (2, 4)	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to theatre arts  (1, 2, 4)	Compare and contrast multiple possibilities and options available for artistic expression in theatre arts  (1, 4)
Benchmark 5	Identify and discuss how works of theatre and dramatic media affect thoughts and feelings  (1, 2)	Describe the emotional and intellectual impact of theatrical works and dramatic performances  (1, 2)	Analyze and explain the impact of theatrical works and dramatic performances on intellect and emotions  (1, 2)
Benchmark 6	Share personal feelings or preferences about theatre and other dramatic works  (1)	Discuss intuitive reactions and personal responses to theatre and other dramatic works  (1, 2, 4)	Examine intuitive reactions and articulate personal attitudes toward theatre and other dramatic works  (1, 2, 4)

# THEATRE ARTS

## HISTORICAL AND CULTURAL PERSPECTIVE

**Standard: Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Recognize basic types and forms of theatre and dramatic media (film, television, and electronic media)  (2, 3)	Describe types, forms, and patterns in theatre and dramatic media (film, television, and electronic media)  (1, 3)	Compare and contrast types, forms, methods, patterns, and trends in theatre, film, television, and electronic media  (2, 3)
Benchmark 2	Recognize cultural differences in theatre productions and performances  (2)	Identify differences in theatre across cultures and how artistic choices and artistic expression reflect cultural values  (1, 2, 4)	Analyze the form, content, and style of theatrical works from cultural and historical perspectives  (1, 2, 4)
Benchmark 3	Recall and recognize characters and situations in literature and dramatic media from the past and present  (4)	Identify and describe characters and situations in literature and dramatic media from the past and present  (1, 4)	Demonstrate knowledge of dramatic literature, describing characters and situations in historical and cultural contexts  (1, 4)
Benchmark 4	Recognize universal characters and situations in stories and dramas of various cultures and how theatre reflects life  (2, 4)	Identify and discuss ways in which universal themes are revealed and developed in dramas of various cultures and time periods  (1, 4)	Analyze the universality of dramatic themes across cultures and historical periods and how theatre can reveal universal concepts  (4)
Benchmark 5	Recognize careers in theatre arts and identify roles of theatre artists in various cultures and time periods  (4)	Describe and compare careers in theatre arts and roles of theatre artists in various cultures and time periods  (1, 4, 5)	Investigate and assess roles, careers, and career opportunities in theatre arts  (2, 3)
Benchmark 6	Recognize great theatrical works and great playwrights who have shaped the history of theatre  (4)	Identify major works of great playwrights and recognize contributions of prominent theatre artists  (3, 4)	Identify representative theatre artists of various cultures and compare their lives, works, and influence  (3, 4)

# THEATRE ARTS CRITICAL ANALYSIS

**Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Describe in simple terms how voice, language, and technical elements are used in works of theatre and other dramatic media  (1, 2)	Explain how elements of theatre and principles of communication are used in works created for the stage and other dramatic media  (1, 2)	Analyze how elements of theatre and principles of communication are used to achieve specific effects in theatre and other media productions  (1, 2)
Benchmark 2	Identify motivations, personality traits, and responses to emotional experiences in characters portrayed in dramatic literature and media  (2)	Analyze descriptions, dialogues, and actions to explain character traits, personality, motivations, emotional perceptions, and ethical choices  (2, 5)	Analyze emotional and social dimensions of characterization and explain character transformations and relationships  (2, 5)
Benchmark 3	Identify and discuss the theme, message, or story idea conveyed in a dramatic work  (1, 2)	Interpret and discuss the theme or social/political message conveyed in a dramatic work  (1, 5)	Construct social meaning from dramatic works with reference to theme, purpose, point of view, and current issues  (2, 4, 5)
Benchmark 4	Use basic theatre arts vocabulary to express and explain opinions about scripts and performances  (1)	Use appropriate criteria and expanded theatre arts vocabulary to critique scripts, performances and productions  (1, 2)	Use appropriate criteria and advanced theatre arts vocabulary to critique scripts, performances, and productions  (1, 2)
Benchmark 5	Identify relationships among theatre arts, other arts, and disciplines outside the arts  (1, 4)	Describe relationships among theatre arts, other arts, and disciplines outside the arts  (1, 4)	Explain relationships among theatre arts, other arts, and disciplines outside the arts  (1, 4)

# **VISUAL ARTS**

# **VISUAL ARTS: CREATIVE EXPRESSION**

## **FOCUS**

*Creative expression* opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

## **STANDARD**

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- VA-CE-E1 Explore and identify imagery from a variety of sources and create visual representations;  
(2, 3)
- VA-CE-E2 Explore and discuss techniques and technologies for visual expression and communication;  
(1, 2, 3)
- VA-CE-E3 Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork);  
(1, 2, 3)
- VA-CE-E4 Experiment to create various art forms, including art forms from other cultures;  
(2, 3, 4)
- VA-CE-E5 Draw on imagination, individual experience, and group activities to generate ideas for visual expression;  
(1, 4, 5)
- VA-CE-E6 Identify relationships among visual arts, other arts, and disciplines outside the arts;  
(1, 4)
- VA-CE-E7 Maintain a sketchbook or journal, or develop a portfolio.  
(1, 2, 3)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- VA-CE-M1 Demonstrate art methods and techniques in visual representations based on research of imagery;  
(2, 3)
- VA-CE-M2 Select and apply media, techniques, and technology to visually express and communicate;  
(1, 2, 3)
- VA-CE-M3 Use the elements and principles of design and art vocabulary to visually express and describe individual ideas;  
(1, 2)
- VA-CE-M4 Develop skills in creating various art forms, including art forms from other cultures;  
(2, 3, 4)
- VA-CE-M5 Produce ideas for art productions while engaging in individual and group activities;  
(1, 2, 5)
- VA-CE-M6 Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts;  
(1, 2, 4)
- VA-CE-M7 Maintain a sketchbook or journal and develop a portfolio.  
(1, 2, 3)



## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- VA-CE-H1    Produce works of art that successfully convey a central theme based on imagery, ideas, feelings, and memories;  
(1, 2, 3)
- VA-CE-H2    Apply a variety of media, techniques, technologies, and processes for visual expression and communication;  
(1, 2, 3)
- VA-CE-H3    Use the elements and principles of design for individual expression while exploring compositional problems;  
(1, 2)
- VA-CE-H4    Produce a visual representation of ideas derived from the study of various cultures and art forms;  
(2, 3, 4)
- VA-CE-H5    Produce imaginative works of art generated from individual and group ideas;  
(1, 2, 5)
- VA-CE-H6    Produce works of art that describe and connect art with other disciplines;  
(1, 2, 4)
- VA-CE-H7    Maintain a sketchbook or journal and develop a portfolio.  
(1, 2, 3)

# **VISUAL ARTS: AESTHETIC PERCEPTION**

## **FOCUS**

The study of *aesthetics*, or the philosophy of the arts, cultivates the direct experience of the senses and supplies the individual with a structure for perceiving and responding to the arts. A grasp of aesthetics empowers the individual to experience beauty in many forms, to appreciate artistic expression, and to develop insight into the creations and performances of others. By questioning concepts, weighing evidence, and examining intuitive reactions, the individual becomes increasingly discriminating in formulating preferences and conclusions about the values inherent in art. Aesthetic perception promotes creativity, flexible thinking, and the pursuit of excellence.

## **STANDARD**

Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- VA-AP-E1     Use elements and principles of design and basic art vocabulary for expressing responses to the work of others;  
(1, 4, 5)
- VA-AP-E2     Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of visual arts;  
(1, 4, 5)
- VA-AP-E3     Explore the beauty in nature and discern images and sensory qualities found in nature and art;  
(1, 2)
- VA-AP-E4     Recognize that there are many possibilities and choices in the processes for designing and producing visual arts;  
(2, 3, 4)
- VA-AP-E5     Participate in guided inquiry into the basic question “What is art?” and share personal feelings or preferences about various works;  
(1, 2, 4)
- VA-AP-E6     Identify where and how the visual arts are used in daily life and in the community.  
(1, 2, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- VA-AP-M1    Use elements and principles of design and expanded art vocabulary for responding to the aesthetic qualities of various works;  
(1, 4)
- VA-AP-M2    Recognize that concepts of beauty differ by culture and that taste varies from person to person;  
(1, 4, 5)
- VA-AP-M3    Perceive the aesthetic value and influence of organic forms and the natural environment as reflected in works of art;  
(1, 2, 4)
- VA-AP-M4    Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to the art world;  
(1, 4)
- VA-AP-M5    Discuss the question “What is art?” and express intuitive reactions and personal responses to various works;  
(1, 4)
- VA-AP-M6    Describe the use and value of the visual arts in daily life, the workplace, and the community.  
(1, 2, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- VA-AP-H1    Use advanced art/design vocabulary for responding to the aesthetic qualities of various works;  
(1, 4)
- VA-AP-H2    Distinguish unique characteristics of art as it reflects concepts of beauty and quality of life in various cultures;  
(1, 4, 5)
- VA-AP-H3    Use analogies, metaphors, and other descriptors to describe interrelationships in works of art and nature;  
(1, 2, 4)
- VA-AP-H4    Compare and contrast multiple possibilities and options available for artistic expression;  
(1, 4)
- VA-AP-H5    Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward visual works;  
(1, 2, 5)
- VA-AP-H6    Integrate knowledge of the visual arts in the total environment to understand the arts within a community.  
(2, 4, 5)

# **VISUAL ARTS: HISTORICAL AND CULTURAL PERSPECTIVE**

## **FOCUS**

*Historical and cultural perspective* is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, societies, and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

## **STANDARD**

Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- VA-HP-E1 Identify the subject, basic style, and culture represented by various works of art;  
(2, 4)
- VA-HP-E2 Recognize universal symbols and how works of art communicate a universal language;  
(1, 4, 5)
- VA-HP-E3 Identify art images and themes from the past and present and discuss historical differences;  
(1, 2, 4)
- VA-HP-E4 Identify media used in works of art throughout history and recognize the importance of available resources;  
(2, 3, 4)
- VA-HP-E5 Recognize professions in the visual arts and the role and status of the artist in various cultures and time periods;  
(2, 4)
- VA-HP-E6 Recognize great artists and works of art that have shaped the history of art.  
(2, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- VA-HP-M1 Identify and classify works of art by their subject, style, culture, and time period;  
(2, 4)

- VA-HP-M2 Understand how works of art cross geographical, political, and historical boundaries;  
(2, 4)
- VA-HP-M3 Understand the meaning and significance of ideas, themes, and messages in works of art from the past and present;  
(2, 4)
- VA-HP-M4 Distinguish media and techniques used to create works of art throughout history;  
(2, 3, 4)
- VA-HP-M5 Describe and compare careers in visual arts and the role and status of the artist in various cultures and time periods;  
(1, 2, 4)
- VA-HP-M6 Identify major works of great and influential artists and recognize their achievements.  
(4, 5)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- VA-HP-H1 Analyze specific styles and periods of art in relation to prevailing cultural, social, political, and economic conditions;  
(2, 4, 5)
- VA-HP-H2 Analyze how works of art cross geographical, political, and historical boundaries;  
(2, 4)
- VA-HP-H3 Compare and contrast ways art has been used to communicate ideas, themes, and messages throughout history;  
(1, 2, 4)
- VA-HP-H4 Analyze materials, technologies, media, and processes of the visual arts throughout history;  
(2, 3, 4)
- VA-HP-H5 Investigate and assess roles, careers, and career opportunities in the visual arts;  
(2, 4)
- VA-HP-H6 Identify representative visual artists of various cultures and compare their lives, careers, works, and influence.  
(1, 4)

# **VISUAL ARTS: CRITICAL ANALYSIS**

## **FOCUS**

*Critical analysis* is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

## **STANDARD**

Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

## **BENCHMARKS K–4**

In grades K–4, what students should know and be able to do includes to:

- VA-CA-E1 View works of art and express observations about how the elements and principles of design are used in the works;  
(1, 4)
- VA-CA-E2 Identify images, colors, and other art elements that have specific meanings in cultural contexts;  
(1, 4)
- VA-CA-E3 Express and explain aesthetic judgments about the created (built) environment;  
(1, 2, 4)
- VA-CA-E4 Express and explain opinions about visual works of others using basic art vocabulary;  
(1, 4)
- VA-CA-E5 Express interpretations about works of art and give supporting reasons.  
(1, 4)

## **BENCHMARKS 5–8**

In grades 5–8, what students should know and be able to do includes to:

- VA-CA-M1 View works of art and analyze how artists use design elements and principles to achieve an aesthetic effect;  
(2, 3, 4)
- VA-CA-M2 Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time;  
(2, 4)
- VA-CA-M3 Express and justify aesthetic judgments about the created (built) environment;  
(1, 2, 4)
- VA-CA-M4 Critique works of art using expanded art vocabulary;  
(1, 4)
- VA-CA-M5 Develop interpretations about works of art and give supporting reasons.  
(1, 4)

## **BENCHMARKS 9–12**

In grades 9–12, what students should know and be able to do includes to:

- VA-CA-H1 Apply knowledge of design elements and principles to analyze, compare, or contrast the composition of various works of art;  
(2, 4)
- VA-CA-H2 Compare and contrast symbolism as used in works of visual art from different cultures and time periods;  
(1, 4)
- VA-CA-H3 Critique the design of structures or areas in the created (built) environment based on aesthetic criteria;  
(1, 2, 4)
- VA-CA-H4 Critique works of art using advanced art vocabulary;  
(1, 4)
- VA-CA-H5 Develop and justify personal interpretations of works of art based on information from inside and outside the work.  
(1, 2, 4)



# VISUAL ARTS

## CREATIVE EXPRESSION

**Standard: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Explore and identify imagery from a variety of sources and create visual representations  (2, 3)	Demonstrate art methods and techniques in visual representations based on research of imagery  (2, 3)	Produce works of art that successfully convey a central theme based on imagery, ideas, feelings, and memories  (1, 2, 3)
Benchmark 2	Explore and discuss techniques and technologies for visual expression and communication  (1, 2, 3)	Select and apply media, techniques, and technology to visually express and communicate  (1, 2, 3)	Apply a variety of media techniques, technologies, and processes for visual expression and communication  (1, 2, 3)
Benchmark 3	Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork)  (1, 2, 3)	Use the elements and principles of design and art vocabulary to visually express and describe individual ideas  (1, 2)	Use the elements and principles of design for individual expression while exploring compositional problems  (1, 2)
Benchmark 4	Experiment to create various art forms, including art forms from other cultures  (2, 3, 4)	Develop skills in creating various art forms, including art forms from other cultures  (2, 3, 4)	Produce a visual representation of ideas derived through the study of various cultures and art forms  (2, 3, 4)
Benchmark 5	Draw on imagination, individual experience, and group activities to generate ideas for visual expression  (1, 4, 5)	Produce ideas for art productions while engaging in individual and group activities  (1, 2, 5)	Produce imaginative works of art generated from individual and group ideas  (1, 2, 5)

<b>GRADE CLUSTER</b>	<b>K–4</b>	<b>5–8</b>	<b>9–12</b>
Benchmark 6	Identify relationships among visual arts, other arts, and disciplines outside the arts  (1, 4)	Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts  (1, 2, 4)	Produce works of art that describe and connect art with other disciplines  (1, 2, 4)
Benchmark 7	Maintain a sketchbook or journal, or develop a portfolio  (1, 2, 3)	Maintain a sketchbook or journal and develop a portfolio  (1, 2, 3)	Maintain a sketchbook or journal and develop a portfolio  (1, 2, 3)

# VISUAL ARTS

## AESTHETIC PERCEPTION

**Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Use elements and principles of design and basic art vocabulary for expressing responses to the work of others  (1, 4, 5)	Use elements and principles of design and expanded art vocabulary for responding to the aesthetic qualities of various works  (1, 4)	Use advanced art/design vocabulary for responding to the aesthetic qualities of various works  (1, 4)
Benchmark 2	Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of visual arts  (1, 4, 5)	Recognize that concepts of beauty differ by culture and that taste varies from person to person  (1, 4, 5)	Distinguish unique characteristics of art as it reflects concepts of beauty and quality of life in various cultures  (1, 4, 5)
Benchmark 3	Explore the beauty in nature and discern images and sensory qualities found in nature and art  (1, 2)	Perceive the aesthetic value and influence of organic forms and the natural environment as reflected in works of art  (1, 2, 4)	Use analogies, metaphors, and other descriptors to describe interrelationships in works of art and nature  (1, 2, 4)
Benchmark 4	Recognize that there are many possibilities and choices in the processes for designing and producing visual arts  (2, 3, 4)	Demonstrate awareness of various new ideas, possibilities, options, and situations pertaining to the art world  (1, 4)	Compare and contrast multiple possibilities and options available for artistic expression  (1, 4)
Benchmark 5	Participate in guided inquiry into the basic question “What is art?” and share personal feelings or preferences about various works  (1, 2, 4)	Discuss the question “What is art?” and express intuitive reactions and personal responses to various works  (1, 4)	Question/weigh evidence and information, examine intuitive reactions, and articulate personal attitudes toward visual work  (1, 2, 5)
Benchmark 6	Identify where and how the visual arts are used in daily life and in the community  (1, 2, 4)	Describe the use and value of the visual arts in daily life, the workplace, and the community  (1, 2, 4)	Integrate knowledge of the visual arts in the total environment to understand the arts within a community  (2, 4, 5)

# VISUAL ARTS

## HISTORICAL AND CULTURAL PERSPECTIVE

**Standard:** Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	Identify the subject, basic style, and culture represented by various works of art  (2, 4)	Identify and classify works of art by their subject, style, culture, and time period  (2, 4)	Analyze specific styles and periods of art in relation to prevailing cultural, social, political, and economic conditions  (2, 4, 5)
Benchmark 2	Recognize universal symbols and how works of art communicate a universal language  (1, 4, 5)	Understand how works of art cross geographical, political, and historical boundaries  (2, 4)	Analyze how works of art cross geographical, political, and historical boundaries  (2, 4)
Benchmark 3	Identify art images and themes from the past and present and discuss historical differences  (1, 2, 4)	Understand the meaning and significance of ideas, themes, and messages in works of art from the past and present  (2, 4)	Compare and contrast ways art has been used to communicate ideas, themes, and messages throughout history  (1, 2, 4)
Benchmark 4	Identify media used in works of art throughout history and recognize the importance of available resources  (2, 3, 4)	Distinguish media and techniques used to create works of art throughout history  (2, 3, 4)	Analyze materials, technologies, media, and processes of the visual arts throughout history  (2, 3, 4)
Benchmark 5	Recognize professions in the visual arts and the role and status of the artist in various cultures and time periods  (2, 4)	Describe and compare careers in visual arts and the role and status of the artist in various cultures and time periods  (1, 2, 4)	Investigate and assess roles, careers, and career opportunities in the visual arts  (2, 4)
Benchmark 6	Recognize great artists and works of art that have shaped the history of art  (2, 4)	Identify major works of great and influential artists and recognize their achievements  (4, 5)	Identify representative visual artists of various cultures and compare their lives, careers, works, and influence  (1, 4)

## VISUAL ARTS CRITICAL ANALYSIS

**Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.**

GRADE CLUSTER	K–4	5–8	9–12
Benchmark 1	View works of art and express observations about how the elements and principles of design are used in the works  (1, 4)	View works of art and analyze how artists use design elements and principles to achieve an aesthetic effect  (2, 3, 4)	Apply knowledge of design elements and principles to analyze, compare, or contrast the composition of various works of art  (2, 4)
Benchmark 2	Identify images, colors, and other art elements that have specific meanings in cultural contexts  (1, 4)	Analyze and interpret art images for their symbolic meaning, purpose, and value in place and time  (2, 4)	Compare and contrast symbolism as used in works of visual art from different cultures and time periods  (1, 4)
Benchmark 3	Express and explain aesthetic judgments about the created (built) environment  (1, 2, 4)	Express and justify aesthetic judgments about the created (built) environment  (1, 2, 4)	Critique the design of structures or areas in the created (built) environment based on aesthetic criteria  (1, 2, 4)
Benchmark 4	Express and explain opinions about visual works of others using basic art vocabulary  (1, 4)	Critique works of art using expanded art vocabulary  (1, 4)	Critique works of art using advanced art vocabulary  (1, 4)
Benchmark 5	Express interpretations about works of art and give supporting reasons  (1, 4)	Develop interpretations about works of art and give supporting reasons  (1, 4)	Develop and justify personal interpretations of works of art based on information from inside and outside the work  (1, 2, 4)

## GLOSSARY

<u>assessment</u>	A process through which evidence is gathered in a range of content areas to determine both a student's understanding and the ability to apply that understanding.
<u>benchmark</u>	A broad statement of process and/or content that is used as a reference to develop curricula and to assess student progress.
<u>content area</u>	A field of study or branch of knowledge formally referred to as a subject area or discipline.
<u>content standard</u>	A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.
<u>focus</u>	A statement describing the importance of a content strand.
<u>foundation skills</u>	Processes that are common to all areas and levels of education and that are intended to suggest methods and objectives of instructional strategies.
<u>framework</u>	A document for a content area that reflects national standards and provides a guiding vision of its content and purpose.
<u>integrated</u>	The combining of the elements across the strands within a particular content area or framework.
<u>interdisciplinary</u>	The combining of the elements across the various content areas or frameworks.
<u>performance standards</u>	The level of knowledge or proficiency students that should manifest as a result of their education.
<u>strands</u>	Categories within particular content areas, which may vary from discipline to discipline. Strands are interrelated and should be integrated, rather than taught in isolation.

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